

The Zaner-Bloser

**PRINT TO SCRIPT
COMPENDIUM**

BOOK

1

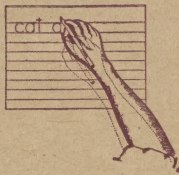
By Frank N. Freeman and

The Zaner-Bloser Co.

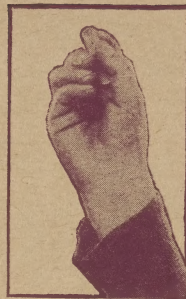
COLUMBUS, OHIO



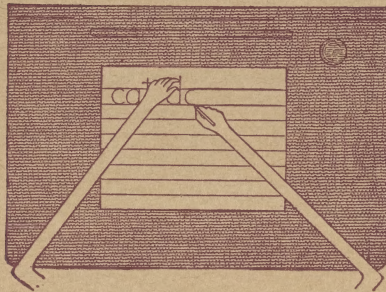
Position of the paper.



Position of the right arm showing how to make the down strokes.



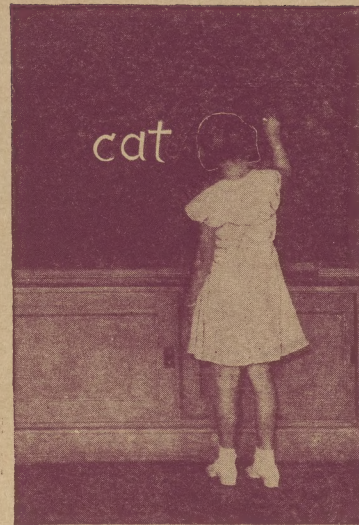
How to hold the chalk.



Position of the arms and paper.



How to hold the pencil.



Position at the board.

INTRODUCTION

Advantages of Manuscript Writing

For a number of years manuscript writing has been used in some of the schools both in England and in the United States. A few tests and experiments have been made to evaluate this style of writing in comparison with cursive writing. These tests and experiments do not indicate that manuscript writing is to be preferred to cursive writing in the upper grades, but they have brought to light certain advantages in the first grade or two. The three chief advantages are, first, ease of initial learning, second, early facilitation of written composition, and, third, facilitation of learning to read.

These advantages argue for the adoption of manuscript writing in the first two grades provided the change to cursive writing can be made without too much difficulty and without too much interruption of the child's progress in learning to write. Practical experience and educational experiment have shown that the child can readily make the change if it is not put off too long. The continuity of the child's use of writing for composition may be kept up by allowing the child to continue to use manuscript writing for a short time while he is making the transition to cursive writing.

Preparation of the Teacher

It requires careful preparation to teach manuscript writing successfully just as it does to teach cursive writing. In addition to the problems which are met in teaching both styles it is necessary for the teacher to learn to write the new style of writing herself. This requires extra labor, at the beginning, but it is perhaps an advantage, since it gives the teacher a first hand acquaintance with the difficulties of learning. The teacher should acquire a reasonably good style of manuscript writing both on the blackboard and on paper. This may be done by going through the exercises in the manual, following the directions there given.

In making her plans for teaching the teacher may use not only the particular sentences, poems, compositions, letters, etc., that are given in the books, but she may also use similar material that the children compose themselves. In such case the children may find the words they wish to use in the word lists, or the teacher may write the words for them on the board or on paper. The material in the books is chosen so as to be within the interests and comprehension of the children and so as to present progressive difficulty in writing.

Materials

For writing at the desk, materials should be used which minimize the difficulties of writing for the beginner. Ruled paper with lines an inch apart should be used, or if unruled paper is used it may be folded so as to make creases an inch apart. The pencil should have a large, soft lead so as to make a broad mark.

Blackboard and Seat Writing

It is well to have the first writing done on the blackboard. Writing on the board is easier than is writing on paper. Again, writing on the board enables the children to compare each other's writing and makes it easier for the teacher to keep track of what each child is doing. It is a good plan to have all the writing done on the board at first, and to continue some blackboard writing throughout the grades. Seat writing may be begun in from one to two or three months. For blackboard writing permanent lines may be drawn or painted on the board four inches apart.

Position

The general position at the blackboard and seat is shown in the pictures. The manuscript writing used in these

books is vertical. The paper should be placed square with the desk so that the vertical down strokes will be made toward the body.

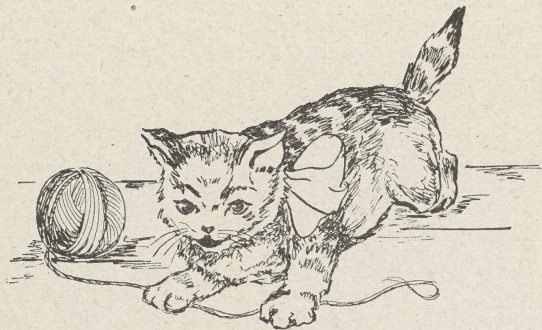
The chalk should be held with the blunt end pointed toward the palm of the hand as shown in the picture. The pencil should be grasped lightly and as shown in the picture. Slight variations from the manner of grasp shown may be allowed, but the child should not be permitted to hold the pencil in an awkward or cramped manner.

The Left-handed Child

All children should be taught to write with the right hand unless they are strongly left-handed or offer vigorous resistance to the attempt to teach them to use their right hand. In that case they should be allowed to use the left hand and should use it consistently.

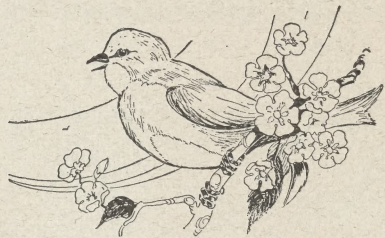
Forming the Letters

Show the children how each letter is written. Refer to the alphabet on the back cover pages for the order of the strokes. Be sure the child begins each stroke at the right point and makes it in the right direction. Wrong habits are hard to break.



My cat My dog

This page and the next illustrate a common use which children make of writing, namely, labeling pictures and objects.
Keep the spaces between words the width of the small letter "o".



My doll My bird

In addition to writing these copies, the children may bring other pictures to school to be labeled. Some may wish to make a scrapbook.

My name is

Tom Jones.

The teacher will have to show each child how to write his name. He may practice his first name first.

The name of

my dog is Jip.

Show the children that the down strokes point straight up and down. Have them study the strokes of their own writing.

The name of

my doll is Sue.

Other names for a doll may be suggested and written.

Will you come

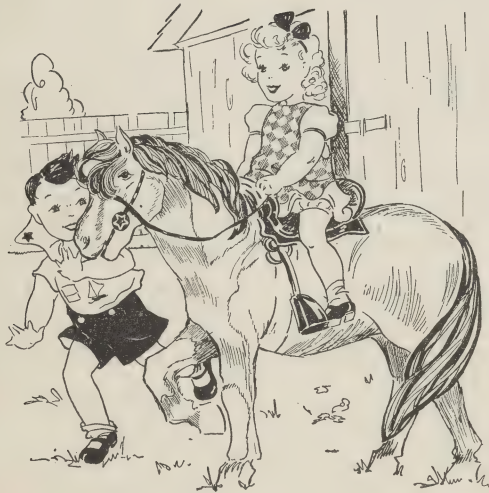
to my party?

Children often wish to write invitations. See that capitals and small letters are in the right proportion in size.

We shall have

a good time.

If words are used not shown in the copy or on word list in back of book, show the children how to write them.



It is fun to

ride our pony.

These sentences are easy to write. After writing them the child may write something of his own, even if it is harder.



We play

house.

The remainder of the lessons are examples of stories or letters. If the children have time they may also make up stories.



We play

Indian.

Show the children how to find words they may wish to write in the word list at the back of this book.



We swing
and jump
rope.

Children may draw pictures illustrating their own experiences and write about them. Keep the down strokes straight.

Merry Christmas

Happy New Year

Children like to write greetings and send them to their relatives and friends. These words are rather hard, but children have enough interest in them to make an effort to learn to write them. Watch the size of capitals and small letters.



We plant

our seeds.

Children like to make a record of what they have done. Some may keep a notebook or diary.



Our flowers

grew fast.

Statements like this may be put in a diary. A record may also be made of outside activities.

I have a bird.

He likes to hop.

He likes to sing.

These are all very common words. Show the children how to use the alphabet to find words in it.

I have a new

baby sister.

Watch the child's body posture. See that he sits up fairly straight. Call attention to spacing.

She has brown

curly hair.

Help the child to hold the pencil lightly. Show how to make a free and relaxed movement.



Today we
went to
the Zoo.

Show the children how to make the strokes with an easy, free movement, that is not too slow.

We saw the

bears and lions.

Encourage children to write outside the writing period and to bring their papers to be criticized.

We made a

dish garden.

Explain what a dish garden is if the children do not know what it is.

Tom likes to

plant flowers.

We have a hen
She is sitting
on 16 eggs.

The down strokes are all vertical. Have the children study the spacing.

A all an are

B be big boy

C can come

Show the children how to use the words of this alphabetical list in writing stories.

D day E eat
F for from five
G girl go get

By looking up words in this list the children will become familiar with the alphabet.

H he his had

I in its it into

J jam K kiss

L like little

M man N now

O old or one

The capital "M" and small letter "m" need extra practice.

P pin pull put
Q quick quiet
R run read

Show the pupils the difference between the small letter "g" and "q."

S see some

T two thing

U us under

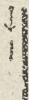
The small letter "e" may need extra practice.

V very violet

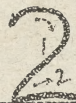
W was were

X Y your x z

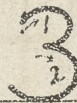
HOW TO MAKE THESE FIGURES



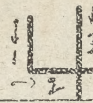
Handwritten number 1 with stroke order arrows: 1 (down), 2 (up).



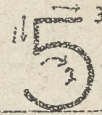
Handwritten number 2 with stroke order arrows: 1 (down), 2 (up), 3 (right).



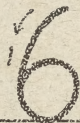
Handwritten number 3 with stroke order arrows: 1 (down), 2 (up), 3 (right).



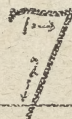
Handwritten number 4 with stroke order arrows: 1 (down), 2 (up), 3 (right), 4 (down).



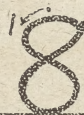
Handwritten number 5 with stroke order arrows: 1 (down), 2 (up), 3 (right), 4 (down), 5 (up).



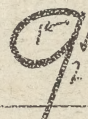
Handwritten number 6 with stroke order arrows: 1 (down), 2 (up), 3 (right).



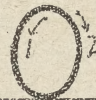
Handwritten number 7 with stroke order arrows: 1 (down), 2 (up), 3 (right).



Handwritten number 8 with stroke order arrows: 1 (down), 2 (up), 3 (right), 4 (down), 5 (up).



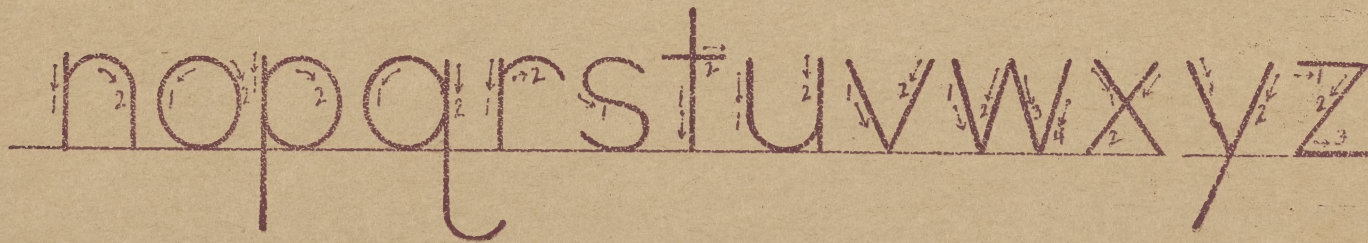
Handwritten number 9 with stroke order arrows: 1 (down), 2 (up), 3 (right), 4 (down), 5 (up).



Handwritten number 0 with stroke order arrows: 1 (down), 2 (up), 3 (right), 4 (down), 5 (up).

Show the pupils where each stroke begins and ends. Be sure they follow the correct order.

HOW TO MAKE THESE SMALL LETTERS



HOW TO MAKE THESE CAPITAL LETTERS

